

## **Refresher: Elements of Collaborative Problem-Solving Processes**

***Universal screening as part of Tier 1 instruction.*** As described in chapter 6, this process requires that all learners participate in high-quality, universally designed, and accessible classroom instruction. All learners should be screened for potential learning gaps or needs. Screening instruments should be culturally appropriate and sensitive, linguistically accessible, and generally free from bias. Screening instruments might include, for example, a curriculum-based math assessment given to all students at the start of the school year; a list of sight words and a set of reading fluency prompts; or a standardized writing prompt that all students complete each marking period.

***Targeted intervention following analysis of screening data.*** Teams review screening data and identify cutoffs for determining which students are at risk. Those students determined to be at risk are slated for targeted, Tier 2 intervention, which provides focused support, remediation, and skill-building as needed to get them to grade level. As part of the intervention, teams should monitor progress (“progress monitoring”) using unobtrusive instruments that are easy to use on a regular basis, culturally appropriate, and linguistically accessible. For example, a teacher might monitor progress of a reading intervention by administering a sight word inventory every 2 weeks, or by having students complete brief comprehension questions each time they read a grade-level passage to track comprehension scores. For monitoring purposes, progress might be defined as attaining a set benchmark (“Sonny will recognize at least 98 of 100 sight words”) or improving the rate of growth (“Kat’s average score on math assessments will increase by 15% per week.”). Tier 2 interventions are generally, though not always, provided in small group settings.

***Intensive intervention for students not making progress.*** If progress-monitoring data demonstrate that students are not making progress after 6 or more weeks (providing more time can lead to better student outcomes) (Thornblad & Crist, 2014), the team will likely increase the intensity of the intervention, providing more supports, longer and more frequent intervention sessions, or more one-on-one (as opposed to small-group) time. Should the student not respond to interventions or otherwise demonstrate behaviors suggesting a disability, the team may also refer the student for special education consideration. For English learners, the decision to refer for special education assessment and possible identification should be made only after the team has determined language is not the likely cause of the student’s difficulties.